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ABSTRACT

Designed for use as a part of the Work Maturity Skills Training Program, this unit consists of instructional materials dealing with cooperating with others. (The Work Maturity Skills Training Program is a set of individualized competency-based units that are designed to help participants develop the competencies they need to find and retain jobs.) Addressed in the individual lessons are the following competencies: working as a member of a team (communicating freely with co-workers and supervisors and dealing with job frustrations) and working under supervision (identifying and working within the organizational structure and coping with conflict). Each lesson consists of a performance objective, learning activities, information sheets, worksheets, and evaluation checklists. (Other Work Maturity Skills Training Program materials are available separately--see note.) (MN)

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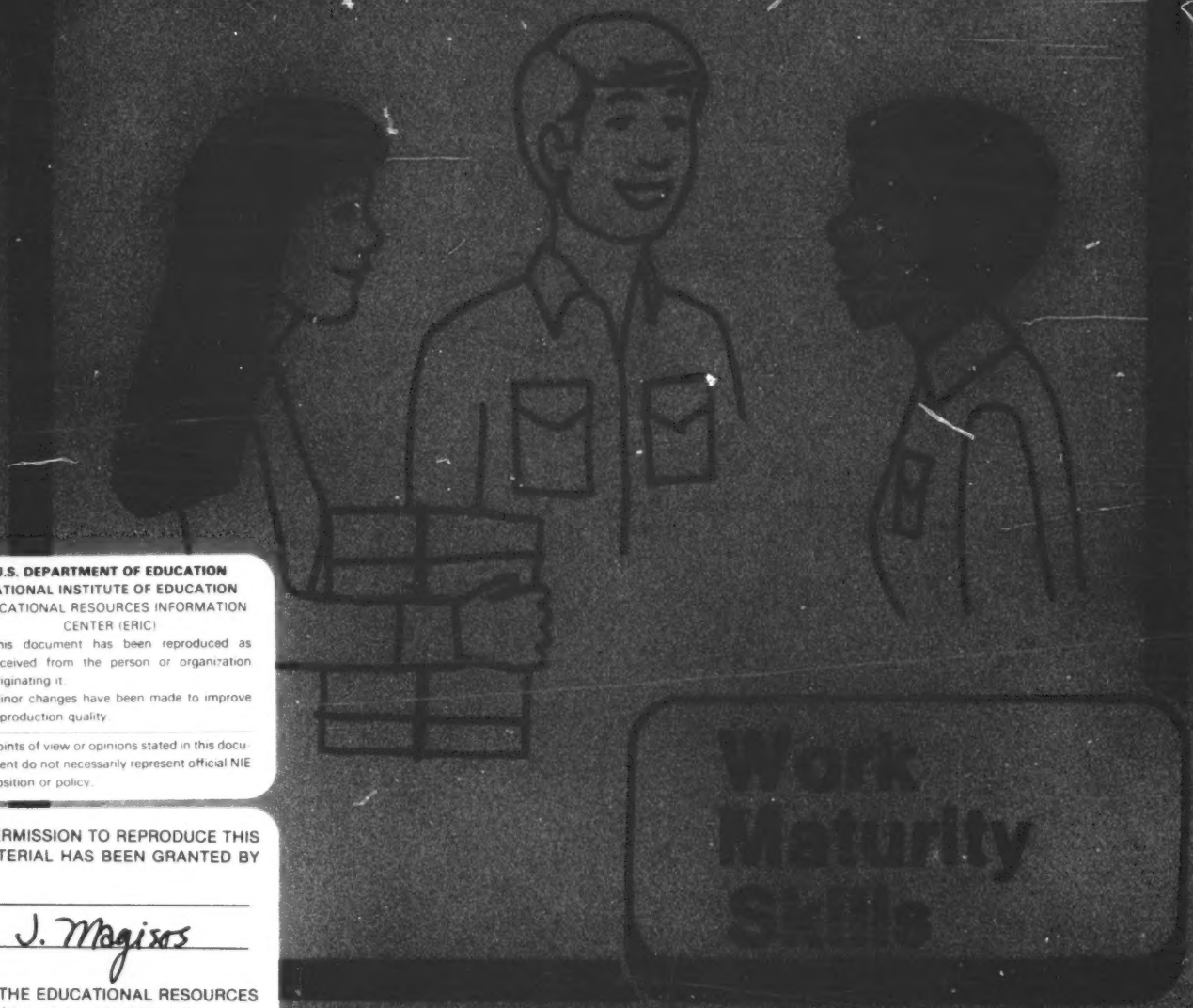

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Cooperate with Others

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COMPETENCY 7.0: COOPERATE WITH OTHERS

TASK 7.01: Work as a Member of a Team

OPERATIONAL UNIT 7.01A: **Communicate Freely with Co-Workers and Supervisors**

Performance Objective: *Given co-workers and supervisors, the learner will be able to express feelings and view situations in a positive and objective manner to the satisfaction of the instructor.*

STEP 1. Express feelings in a clear, tactful manner.

a. Identify the feelings you have experienced. Be honest with yourself. Do Part 1 of Worksheet 7.01A.

b. Discuss ways of expressing each feeling. Form a group with three or four participants. Do Part 2 of Worksheet 7.01A.

c. List possible results of expressing feelings in a negative way. Do Part 3 of Worksheet 7.01A.

d. List five rules for expressing feelings. List ways to express feelings positively. Do Part 4 of Worksheet 7.01A.

e. Practice expressing feelings in a clear, tactful manner. Do Part 5 of Worksheet 7.01A.

STEP 2. Avoid jumping to conclusions.

a. Read about the different ways people can interpret (see, understand) things. Do Part 6 of Worksheet 7.01A.

b. Ask questions to learn the real facts in each situation. Do Part 7 of Worksheet 7.01A.

STEP 3. Avoid letting your feelings interfere with your judgments.

a. Review the situations on Parts 6 and 7 of Worksheet 7.01A.

b. Write a paragraph. Explain how feelings can interfere with judgment.

c. Practice using good judgment. Communicate to find out facts.

NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your worksheet and evaluation checklist to the instructor. Your instructor will check your answers, observe your behavior, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another unit.

WORKSHEET 7.01A

Part 1

People have a variety of feelings. Some feelings are positive feelings. They make us feel good inside. Some feelings are negative ones. These are not good feelings. Read the positive and negative feelings below. Check the feelings you have experienced. Be honest with yourself. Each of us has many kinds of feelings . . . about others . . . and about ourselves.

Positive	Negative
love	hate
joy	anger
happiness	sadness
security	fear
satisfaction	frustration
success	failure
admiration	disgust
self-worth, value	worthlessness
excitement	boredom
respect	humiliation

Part 2

People can not always change their feelings. But they can change the ways they express (show) their feelings.

Talk with the participants in your group. Give examples of times you have had the feelings you checked above.

Describe how you expressed your positive feelings. Then, describe how you expressed your negative feelings. Ask for suggestions from others. Are there other ways you could have expressed each feeling?

Part 3

Getting along with people is very important to job success. Many people lose their jobs because they can't get along with co-workers and supervisors. They have not learned to express feelings in a positive way.

What is wrong with expressing feelings negatively? "What will happen if you say . . . ?" Discuss this topic with people in your group. Add to the list.

1. You could be fired.
2.
3.
4.
5.
6.

Part 4

State ways you can express feelings in a positive way. List five rules to follow. Ask other participants for their ideas. Ask your instructor.

Example: Think about how other people will feel before you speak. Describe how you feel. "I feel angry when . . ."

1.
2.
3.
4.
5.
6.

Part 5

Situation:

You work for Ms. Reid. You type all reports. There are two long reports to be typed every Friday. Each report takes three hours to type. Ms. Reid gives you the first report by 9:00 a.m. She gives you the second report by 2:00 p.m.

This month the schedule has changed. Ms. Reid has been late with the last report. She has given you the report at 3:30 p.m. instead of 2:00 p.m. She has done this for four Fridays in a row.

You are angry. You do not like staying until 6:30 p.m. on Friday night. Everyone else leaves at 5:00 p.m. What can you say to Ms. Reid? How can you express your negative feelings?

Write your statements below. Then, ask another participant to read the situation. Ask that person to pretend to be Ms. Reid. Say what you have planned to Ms. Reid. Ask the participant (Ms. Reid) to explain how he or she felt in response to your comments.

Part 6

Read the situation below. Then read the different interpretations (understandings). Read how each person sees the situation.

Situation:

Mr. Fisher is an experienced roofer. He is working with two apprentices.

Mr. Fisher compliments Paul every time he does something right. He tells Paul what a good worker he is. He watches how Paul does things. He gives him suggestions.

Mr. Fisher rarely compliments John. He lets John work on his own. He rarely offers John advice.

John's interpretation:

John believes Mr. Fisher favors Paul. He has tried very hard. But Mr. Fisher rarely compliments him. John is upset.

Paul is getting all the praise and attention. John thinks this is unfair. He is an apprentice just like Paul. John is angry.

John decides Mr. Fisher does not think he is doing a good job. He believes Mr. Fisher thinks he shows little promise. John is disappointed.

Paul's interpretation:

Paul is grateful to Mr. Fisher. He knows he is not as skilled as John is. He is glad Mr. Fisher is helping him.

Paul is happy. He is glad Mr. Fisher understands he is trying his best.

Part 7

John decides to talk with Mr. Fisher. Pretend you are John. Complete the sentences below. Tell Mr. Fisher how you feel.

1. I feel upset that _____
_____
_____

2. I feel angry that _____
_____
_____

3. I feel disappointed that _____
_____
_____

Mr. Fisher realizes he should have behaved differently. He explains the facts to John. Then he explains his actions.

Facts: Mr. Fisher is knowledgeable about roofing work.
Mr. Fisher is a caring person.

John appears self-assured and confident to Mr. Fisher.
John exhibits good skills.
John is especially talented.
John can work alone with little supervision.

Paul appears to lack confidence.
Paul has average skill but shows promise.
Paul needs supervision to do a job well.

Actions: Mr. Fisher likes both men. He wants them to do well on the job. He enjoys working with them. Mr. Fisher knows John is an excellent worker already. He is not concerned about John's ability to succeed. But Mr. Fisher is concerned about Paul.

Paul could be a very good roofer. But he has little confidence in himself. Mr. Fisher wants to change this. He compliments Paul every time he does something right. He tells Paul what a good worker he is. Mr. Fisher hopes the encouragement will inspire Paul to be a better worker, like John.

Now . . . Do you understand Mr. Fisher's motives? Have you ever jumped to conclusions yourself? Do you understand why you must have all the facts? Facts help people to understand situations.

Evaluation Checklist

COMPETENCY 7.0: COOPERATE WITH OTHERS

TASK 7.01: Work as a Member of a Team

OPERATIONAL UNIT 7.01A: Communicate Freely with Co-Workers and Supervisors

YOUR CHECKLIST	Did you:	INSTRUCTOR CHECKLIST
☐	1. Express feelings in a clear, tactful manner?	☐
☐	2. Avoid jumping to conclusions?	☐
☐	3. Avoid letting your feelings interfere with your judgments?	☐

Instructor_____

COMPETENCY 7.0: COOPERATE WITH OTHERS

TASK 7.01: Work as a Member of a Team

OPERATIONAL UNIT 7.01B: **Deal with Job Frustrations**

Performance Objective: *Given four types of job frustrations, the learner will be able to use problem-solving techniques to find ways to handle them to the satisfaction of the instructor.*

STEP 1. Cope with confusion over job responsibilities.

a. Analyze the problem. Do Part 1 of Worksheet 7.01B.

b. Identify and choose among alternatives. Do Part 2 of Worksheet 7.01B.

c. Devise a plan of action. Do Part 3 of Worksheet 7.01B.

STEP 2. Cope with incompetence. (Incompetence means failure to do good work.)

a. Analyze the problem. Do Part 4 of Worksheet 7.01B.

b. Identify and choose among alternatives. Do Part 5 of Worksheet 7.01B.

c. Devise a plan of action. Do Part 6 of Worksheet 7.01B.

STEP 3. Cope with difficult personalities.

a. Analyze the problem. Do Part 7 of Worksheet 7.01B.

b. Identify and choose among alternatives. Do Part 8 of Worksheet 7.01B.

c. Devise a plan of action. Do Part 9 of Worksheet 7.01B.

STEP 4. Cope with prejudice.

a. Analyze the problem. Do Part 10 of Worksheet 7.01B.

b. Identify and choose among alternatives. Do Part 11 of Worksheet 7.01B.

c. Devise a plan of action. Do Part 12 of Worksheet 7.01B.

NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your worksheet and evaluation checklist to the instructor. Your instructor will check your answers, observe your behavior, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another unit.

WORKSHEET 7.01B

Part 1

Read the problem situation. Then answer the questions.

Situation:

Irene stocks groceries at the Big Buy Supermarket. She must stock the shelves on aisles 7 through 14 today. There are a lot of customers today. The head cashier asks Irene to bag groceries. So Irene bags groceries for three hours. She does not finish stocking aisles 7 through 14.

At quitting time, the store manager sees Irene. He scolds her for not getting her work done. Irene is frustrated.

Analyze the problem:

1. What is the problem?
2. What caused the problem?
3. What is Irene's responsibility?

Part 2

Find two participants to work with you on this activity. Discuss the questions below. Write your answers in the space provided.

A. List things Irene can do to correct the situation.

Example: She can kick the shelves to show her anger.

B. List what might happen if Irene does each thing.

Example: She might hurt her foot. She might knock over some cans. She might anger the store manager.

C. Write your choice of what Irene should do.

Irene should _____

_____

_____

Part 3

Write exactly what Irene should do . . . and what she should say. Explain how she should deal with the problem.

Part 4

Read the problem situation. Then answer the questions.

Situation:

Mark is one of three proofreaders. He, Alan, and Kay work for Kenton Publishers. The three readers review articles and books. They check for grammatical errors. They check for spelling errors. They check for typing errors. Then they send the materials to be printed.

Mark is not careful. He misses some of the errors. He takes long rest breaks. He doesn't get his work done. So he asks Alan and Kay to help him.

The supervisor speaks to the readers. She tells them their work is sloppy. They are not catching the errors. And they are not completing enough work. Her last words are, "I expect to see some changes."

Alan and Kay are irritated. They are tired of doing Mark's work. They don't like taking the blame for Mark's incompetence.

Analyze the problem:

1. What is the problem?

2. What are Alan's and Kay's feelings?

3. Is Mark aware of the problem? Does he know he is the cause?

Part 5

Find two participants to work with you on this activity. Discuss the questions below. Write your answers in the space provided.

A. What can Alan and Kay do to solve the problem?

B. List the good and bad points of each choice. "What will happen if . . . ?"

C. Write your choice of what Alan and Kay should do.

Alan and Kay should _____

_____

_____

_____

Part 6

Write exactly what Alan and Kay should do . . . and what they should say. Explain how they should deal with the problem.

Part 7

Read the problem situation. Then answer the questions.

Situation:

Jason works as a child care worker. He works with three other people. They work at the Kindness Child Care Center.

Jason is the newest staff member. This is his first job working with children. The other three workers have been at the center for over eight years.

Jason has many opinions. But he doesn't like to hear the opinions of other workers. Jason thinks he knows everything about children. He has read a lot. He has given children and their behavior a lot of thought. He thinks he knows just how to handle children.

Jason's three co-workers are finding their work difficult. Jason is causing problems. He thinks he knows what is best. He is acting in good faith. But Jason doesn't have enough experience. His knowledge is limited to what he has read . . . and his own brief experience.

Jason's co-workers have found that a lot of experience is very important . . . especially in their work. It gives them more ways of looking at things. They are better able to understand children . . . their personalities . . . and the kind of help they need.

Jason is not aware of this. He is so sure of himself. He doesn't really listen to what his co-workers say. He never hears their suggestions. If he does, he ignores them.

Jason's co-workers must find a way to deal with the problem. The owner of the center is the supervisor. He does not want to be bothered with problems. He expects the workers to solve their own problems.

Analyze the problem:

1. What is the problem?

2. Who is involved?

3. What is the cause of Jason's behavior? Why does he act as he does?

Part 8

Find two participants to work with you on this activity. Discuss the questions below. Write your answers in the space provided.

A. What can Jason's co-workers do to solve the problem?

B. What do they hope to accomplish?

C. Write the action you choose for Jason's co-workers.

Jason's co-workers should _____

_____

_____

Part 9

Write exactly what Jason's co-workers should do . . . and what they should say. Explain how they should deal with the problem.

Part 10

Read the problem situation. Then answer the questions.

Situation:

Amelia just began her job with Grid Lines, Inc. She is a drafter. And she is the first female drafter ever hired at Grid Lines. On her first day, one of the men told Amelia that making the coffee was her task. Each of the men also have tasks--buying pop, going to the stock room, and getting the mail.

The men talk to each other in low voices when Amelia leaves the room. Amelia can hear them laughing from the hall. Whenever Amelia walks across the room, at least one man whistles at her.

Amelia likes her job. But she resents the attitude of the men. She must do something to change it. She wants them to show her more respect.

Analyze the problem.

1. What is the problem?

2. How does Amelia feel?

3. Why do the men act as they do?
   Do they know Amelia does not like it?
   Do they know why?

Part 11

Find two participants to work with you on this activity. Discuss the questions below. Write your answers in the space provided.

A. List three things Amelia can do to solve the problem.

B. List what might happen if she does each thing.

C. Write your choice of what Amelia should do.

Amelia should _____

_____

_____

Part 12

Write exactly what Amelia should do . . . and what she should say. Explain how she should deal with the problem.

Evaluation Checklist

COMPETENCY 7.0: COOPERATE WITH OTHERS

TASK 7.01: Work as a Member of a Team

OPERATIONAL UNIT 7.01B: Deal with Job Frustrations

YOUR CHECKLIST	Did you:	INSTRUCTOR CHECKLIST
☐	1. Cope with confusion over job responsibilities?	☐
☐	2. Cope with incompetence?	☐
☐	3. Cope with difficult personalities?	☐
☐	4. Cope with prejudice?	☐

Instructor_____

COMPETENCY 7.0: COOPERATE WITH OTHERS

TASK 7.02: Work Under Supervision

OPERATIONAL UNIT 7.02A: **Identify and Work Within the Organizational Structure**

Performance Objective: *Given job descriptions and work experiences,*

the learner will be able to describe how a person in a given job functions within both the formal and informal structure of an organization

to the satisfaction of the instructor.

STEP 1. Examine the formal organizational structure.

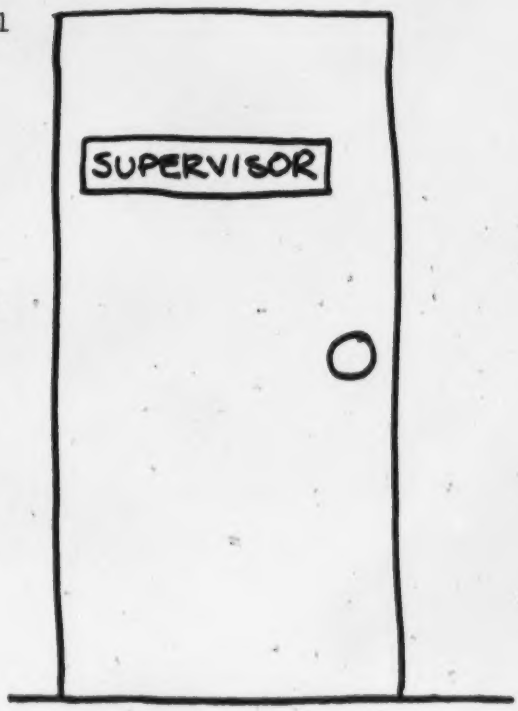
a. Develop an organization chart. Show the formal lines of authority. Do Part 1 of Worksheet 7.02A.

b. Find out and list your specific responsibilities. Do Part 2 of Worksheet 7.02A.

c. Explain how your job fits into the organizational structure. Do Part 3 of Worksheet 7.02A.

STEP 2. Examine the informal organizational structure. (Informal organizational structure is the unofficial way things get done. For example, one worker offers to help another worker with a task.)

a. Identify the informal structure in an organization. Do Part 4 of Worksheet 7.02A.



b. Explain how the informal procedures can help you to complete work. Do Part 5 of Worksheet 7.02A.

NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your worksheet and evaluation checklist to the instructor. Your instructor will check your answers, observe your behavior, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another unit.

WORKSHEET 7.02A

Part 1

The following jobs are found in A2X Enterprises. Read the brief description of each job. Then write the job titles in the proper places on the organizational chart that follows.

President - supervises the entire operation.

General Manager - is in charge of operations; supervises the Sales Department.

Purchasing Manager - is in charge of all purchasing; supervises the buying clerk and the stock clerk.

Buying Clerk - orders materials to be used in production; reports to the purchasing manager.

Stock Clerk - keeps inventory records; reports to the purchasing manager.

Sales Manager - is in charge of company sales; supervises the sales representative and a secretary.

Secretary - answers phones; types new orders on order forms; reports to the sales manager.

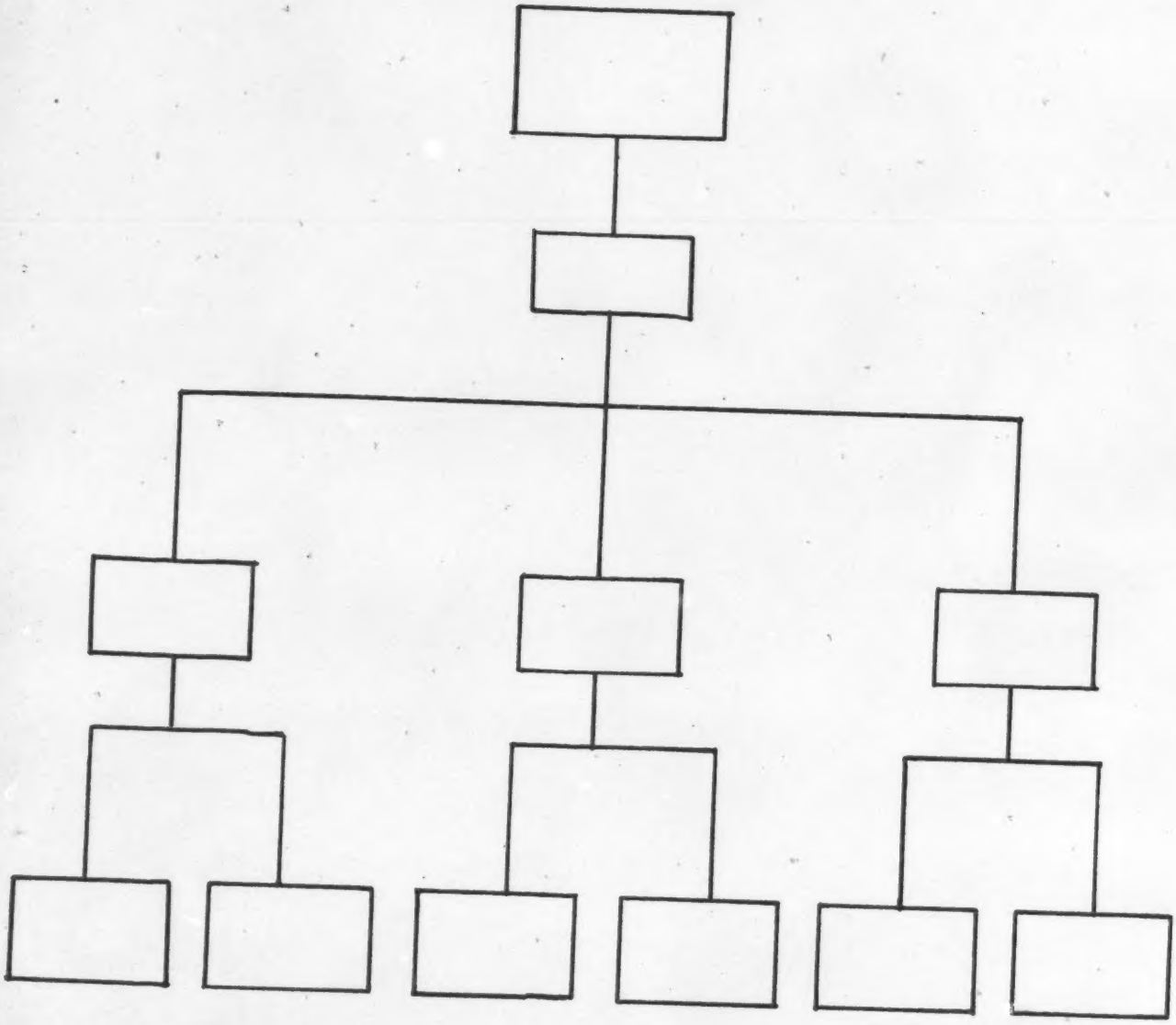
Sales Representative - contacts new accounts; reports to sales manager.

Accounting Manager - is in charge of all accounts; supervises accounts receivable and accounts payable bookkeepers.

Bookkeeper (Accounts Receivable) - sends bills to customers; keeps records of payments received from customers; reports to accounting manager.

Bookkeeper (Accounts Payable) - keeps records of incoming bills; keeps records of payments to suppliers; reports to accounting manager.

Organization Chart



Part 2

You have been hired as the bookkeeper in Accounts Payable.
Read the job description. Then make a list of your responsibilities.

Description:

Accounts Payable Bookkeeper - reports to the accounting manager. The accounts payable bookkeeper is responsible for all transactions (exchanges of goods and money) with the suppliers. The bookkeeper receives bills in the mail. He or she keeps records of incoming bills. He or she files the bills in the file cabinet.

The accounts payable bookkeeper keeps records of payments to suppliers. He or she writes entries of payment. This is done in the Accounts Payable ledger each day.

You are the accounts payable bookkeeper. List your responsibilities below.

Part 3

Explain how your job fits into the structure of the company.

Who do you report to?

Who do you get your information from?

How does your work help the company run smoothly?

Part 4

Read the situation. It describes a procedure that is not on the organizational chart.

One of your responsibilities is to record payments to suppliers. You do this in the ledger. However, this has been a busy week for you. You have spent a lot of time on incoming bills.

The accounts receivable bookkeeper has not been busy this week. She records payments received in the accounts receivable ledger. She does this in the same way you record payments made to suppliers. She could help you today. She could record in the accounts payable ledger. So you ask her.

The accounts payable bookkeeper is glad to help. She knows you will return the favor some day.

Identify the informal procedure.

1. What is your job?

2. What is the accounts receivable bookkeeper's job?

3. What did the accounts receivable bookkeeper do that was not her job? What was not formally written in her job description?

Part 5

How do informal procedures help you to complete work? How do they help the organization?

Discuss the questions with other people. Then write a paragraph below. Answer the questions.

Evaluation Checklist

COMPETENCY 7.0: COOPERATE WITH OTHERS

TASK 7.02: Work Under Supervision

OPERATIONAL UNIT 7.02A: Identify and Work Within the Organizational Structure

YOUR CHECKLIST	Did you:	INSTRUCTOR CHECKLIST
☐	1. Examine the formal organizational structure?	☐
☐	2. Examine the informal organizational structure?	☐

Instructor_____

COMPETENCY 7.0: COOPERATE WITH OTHERS

TASK 7.02: Work Under Supervision

OPERATIONAL UNIT 7.02B: **Cope with Conflict**

Performance Objective: *Given situations involving conflict, the learner will be able to identify ways to cope with conflict to the satisfaction of the instructor.*

STEP 1. Seek clarification (clear understanding) of instructions.

a. Explore confusing and unreasonable instructions. Do Part 1 of Worksheet 7.02B.

b. Discuss ways you could cope with each problem. Discuss the situations with other participants.

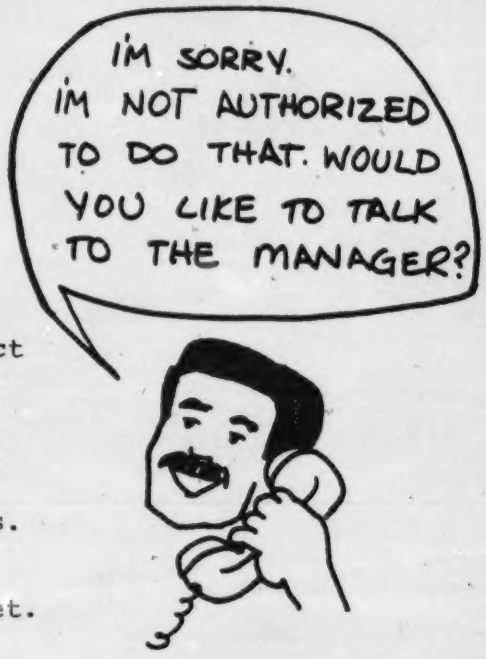
c. Describe your problem solutions. Write several paragraphs on the worksheet.

STEP 2. Follow established lines of authority.

a. Explore instructions that come from two different sources. Do Part 2 of Worksheet 7.02B.

b. Discuss ways you could cope with the problem. Discuss the situation with other participants.

c. Describe your problem solution. Write a paragraph on the worksheet.



STEP 3. Identify limits of authority.

a. Explore instructions that conflict with moral or social values. Do Part 3 of Worksheet 7.02B.

b. Discuss ways yoy could cope with the problem. Discuss the situation with other participants.

c. Describe your problem solution. Write a paragraph on the worksheet.

NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your worksheet and evaluation checklist to the instructor. Your instructor will check your answers, observe your behavior, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another unit.

WORKSHEET 7.02B

Part 1

Instructions are not always logical.

Example:

Becky's supervisor gives her these instructions:

1. Lock your tool box before you leave work at 5:00 p.m. There have been some robberies in this building.

2. Leave a note for the plumber. He is working from 7:00 p.m. until 10:00 p.m. tonight.

3. Tell the plumber he can use your tools. He is stopping on his way home from a dinner party.

What is confusing about these instructions?

Do you think Becky should follow them?

Why? Why not?

What might happen if she does?

Instructions are not always reasonable to follow.

Example:

Joe can type two 15-page reports in two hours. Joe's supervisor gives him three 10-page reports. He gives them to Joe at 1:00 p.m. He says he wants them on his desk at 2:30 p.m. the same day.

What is unreasonable about these instructions?

Do you think Joe should try to follow them?

Why? Why not?

What might happen if he does?

Part 2

Instructions are sometimes in conflict (disagreement) with each other.

Example:

Sharon works in the hospital lab. Her boss is Mrs. Hale. Mrs. Hale gives Sharon this instruction.

> Take Mrs. Anton's blood pressure in 5 minutes.

Dr. Parks meets Sharon in the hall. He gives her this instruction.

> Do the lab work on these blood samples right now. It should only take you about 15 minutes.

What is conflicting about these instructions?

Which one should Sharon follow?

Why?

What might happen if she does?

Part 3

Instructions sometimes conflict (disagree) with one's moral and ethical values.

Example:

Roger works in the print shop at CDA, Inc. His job is to print company reports. Personal printing is not allowed.

Roger's boss comes into the shop. He asks Roger to print 2,000 copies of a neighborhood flyer. He tells Roger to hide it if anyone comes into the shop.

What is the trouble with these instructions? Do they conflict (disagree) with company rules? Do they conflict with your values about what is right?

Should Roger follow his boss's instructions?

Why? Why not?

What might happen if he does? How will he feel?

Evaluation Checklist

COMPETENCY 7.0: COOPERATE WITH OTHERS

TASK 7.02: Work Under Supervision

OPERATIONAL UNIT 7.02B: Cope with Conflict

YOUR CHECKLIST	Did you:	INSTRUCTOR CHECKLIST
☐	1. Seek clarification of instructions?	☐
☐	2. Follow established lines of authority?	☐
☐	3. Identify limits of authority?	☐

Instructor_____

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